

Teaching workload of full-time teachers

Ongoing debates about teachers' salaries, professional status, and instructional time spark interest in the amount of time teachers spend working, the number of classes they teach per day, and the number of students in each class. A teacher's work day does not end when classes are over. They are likely to spend additional time outside of school hours on work-related activities.

- While full-time public school teachers were required to be at school 33 hours per week on average in the 1993–94 school year, they reported working 45 hours per week. Private school teachers were required to be at school an average of 34 hours per week, but reported working 47 hours per week.
- Public and private full-time teachers reported spending extra hours (12 and 13 hours, respectively) before and after school and on weekends; of these extra hours, about one-fourth were spent in activities involving students.
- In the 1993–94 school year, public school teachers' classes were larger than those of their private school counterparts (23 students compared to 20 students per class).
- In the 1993–94 school year, less experienced teachers (those with less than 4 years of teaching experience) worked more total hours per week than did more experienced teachers (those with 4 or more years of teaching experience).

Average hours full-time teachers spent per week at school and in school-related activities, class size, and classes taught per day, by control and level of school and years of teaching experience: School year 1993–94

Control and level of school and teacher characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day ²
			Total	Activities involving students ¹	Other related activities ¹		
Public	45.2	33.2	12.1	3.3	8.7	23.2	5.6
Level of school							
Elementary	44.0	33.0	11.0	1.7	9.2	22.7	6.4
Secondary	46.5	33.3	13.2	5.0	8.2	23.2	5.5
Years of teaching experience							
Less than 4 years	48.3	34.4	14.0	4.2	9.8	23.2	5.5
4 years or more	44.8	33.0	11.8	3.2	8.6	23.2	5.6
Private	47.1	34.2	12.9	3.6	9.3	19.6	6.0
Level of school							
Elementary	45.8	34.4	11.4	2.3	9.1	20.0	7.5
Secondary	49.1	34.0	15.2	5.7	9.5	19.5	5.7
Years of teaching experience							
Less than 4 years	48.6	35.1	13.5	4.0	9.6	18.6	6.0
4 years or more	46.8	34.0	12.8	3.6	9.2	19.8	6.0

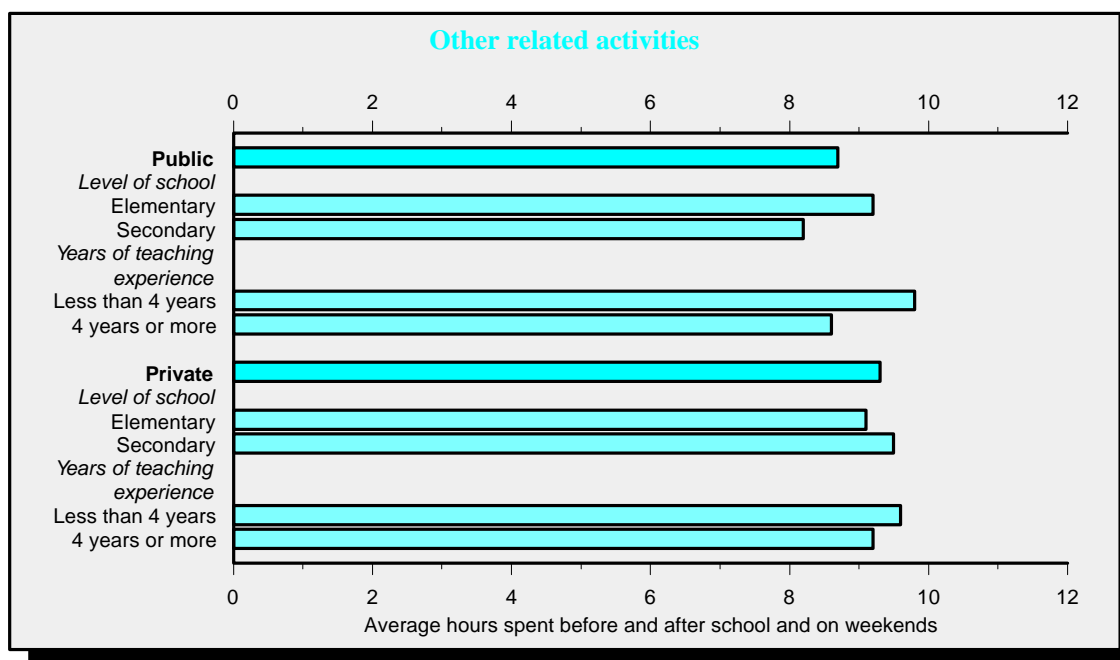
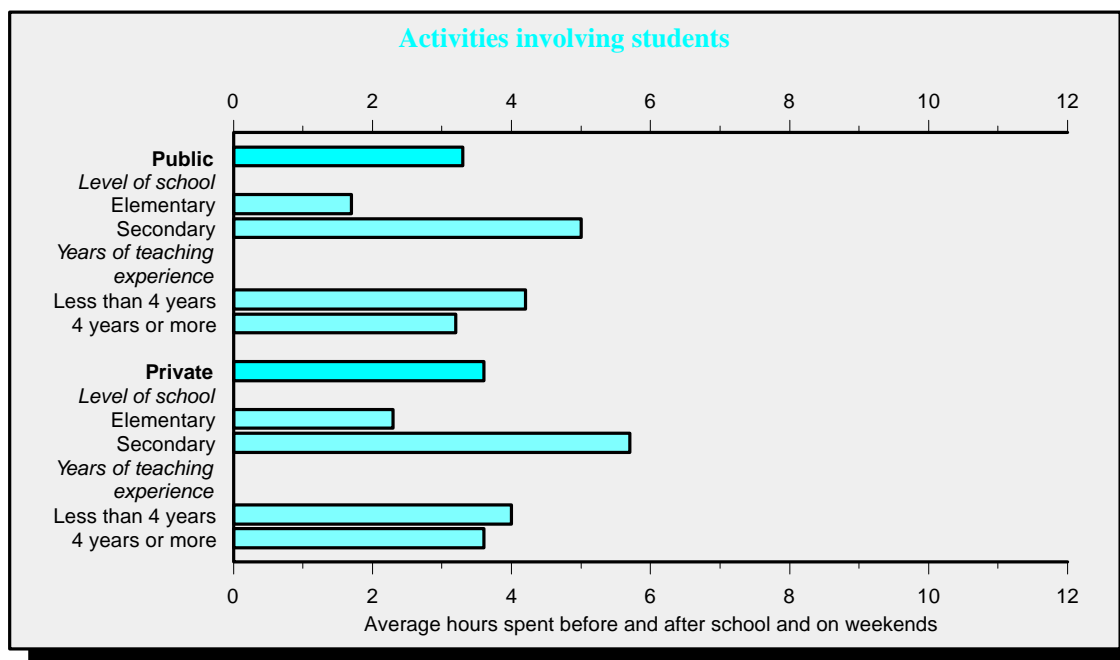
¹ "Activities involving students" includes coaching, tutoring, going on field trips, and transporting students. "Other related activities" includes preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

² Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Average hours full-time teachers spent per week before and after school and on weekends, by control and level of school and years of teaching experience:
School year 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Average hours full-time teachers spent per week at school and in school-related activities, class size, and classes taught per day, by control and level of school and years of teaching experience: School year 1993–94

Control and level of school and teacher characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day ^c
			Total	Activities involving students ^a	Other related activities ^b		
Public	45.2	33.2	12.1	3.3	8.7	23.2	5.6
Level of school							
Elementary	44.0	33.0	11.0	1.7	9.2	22.7	6.4
Secondary	46.5	33.3	13.2	5.0	8.2	23.2	5.5
Years of teaching experience							
Less than 4 years	48.3	34.4	14.0	4.2	9.8	23.2	5.5
4 years or more	44.8	33.0	11.8	3.2	8.6	23.2	5.6
Private	47.1	34.2	12.9	3.6	9.3	19.6	6.0
Level of school							
Elementary	45.8	34.4	11.4	2.3	9.1	20.0	7.5
Secondary	49.1	34.0	15.2	5.7	9.5	19.5	5.7
Years of teaching experience							
Less than 4 years	48.6	35.1	13.5	4.0	9.6	18.6	6.0
4 years or more	46.8	34.0	12.8	3.6	9.2	19.8	6.0

^a "Activities involving students" includes coaching, tutoring, going on field trips, and transporting students. "Other related activities" includes preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

^c Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 42-1 Average hours per week full-time public school teachers spent at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993-94

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day*
			Total	Activities involving students	Other related activities		
Total	45.2	33.2	12.1	3.3	8.7	23.2	5.6
Urbanicity							
Central city	44.2	32.6	11.6	3.0	8.6	24.1	5.5
Urban fringe/large town	45.3	32.9	12.4	3.1	9.4	24.1	5.5
Rural/small town	45.8	33.7	12.1	3.7	8.4	22.0	5.7
Percentage of students eligible for free or reduced-price lunch							
0-5	45.8	32.6	13.3	3.8	9.5	23.4	5.5
6-20	46.1	33.1	12.9	3.7	9.2	23.2	5.5
21-40	45.9	33.7	12.1	3.5	8.7	23.2	5.6
41-100	44.0	33.0	11.0	2.7	8.3	23.1	5.7
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0-5	45.1	33.1	12.1	2.9	9.2	23.6	5.6
6-20	45.0	32.7	12.3	3.3	9.0	24.7	5.3
21-40	45.6	33.2	12.4	3.4	9.1	24.4	5.4
41-100	43.2	32.4	10.9	2.6	8.2	23.7	5.7
Urban fringe/large town							
0-5	45.5	32.1	13.3	3.8	9.5	24.0	5.4
6-20	46.0	33.0	13.0	3.4	9.6	23.9	5.5
21-40	45.5	33.3	12.2	2.9	9.3	24.2	5.6
41-100	44.3	32.9	11.5	2.3	9.2	25.1	5.5
Rural/small town							
0-5	47.0	33.2	13.9	4.3	9.5	22.3	5.6
6-20	46.6	33.5	13.2	4.3	8.8	21.9	5.7
21-40	46.2	34.2	12.0	3.8	8.1	22.2	5.8
41-100	44.7	33.7	11.0	3.1	8.0	21.8	5.7
School size							
Less than 150	46.4	34.5	11.9	4.3	7.5	15.4	6.2
150-499	44.2	32.8	11.4	2.7	8.6	20.7	6.0
500-749	45.3	33.4	12.0	2.8	9.2	23.3	5.7
750 or more	45.9	33.2	12.7	4.1	8.6	24.5	5.4
Percentage of minority students							
Less than 20 percent	45.7	33.4	12.3	3.5	8.9	22.6	5.7
20 percent or more	44.7	32.9	11.8	3.2	8.6	23.8	5.5

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table 42-2 Average hours per week full-time private school teachers spent at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day*
			Total	Activities involving students	Other related activities		
Total	47.1	34.2	12.9	3.6	9.3	19.6	6.0
Urbanicity							
Central city	47.0	34.2	12.8	3.7	9.1	20.3	6.0
Urban fringe/large town	47.0	34.2	12.8	3.5	9.3	20.1	6.1
Rural/small town	47.6	34.3	13.3	3.6	9.7	16.6	6.0
School size							
Less than 150	45.5	34.2	11.3	2.2	9.0	11.6	6.3
150–499	47.1	34.3	12.9	3.5	9.3	19.1	6.3
500–749	47.3	34.0	13.3	4.1	9.3	21.4	5.7
750 or more	50.1	34.4	15.7	6.2	9.5	22.9	5.7
Percentage of minority students							
Less than 20 percent	47.1	34.3	12.8	3.5	9.3	19.3	6.1
20 percent or more	47.2	34.0	13.1	4.0	9.2	20.1	5.8

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 42-3 Percentage of full-time public and private school teachers who participated in school committees, by type of committee, selected school characteristics, and years of teaching experience: School year 1993–94

School characteristics and years of experience	Public			Private		
	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials
Total	16.4	41.0	30.0	8.6	28.7	35.9
Urbanicity						
Central city	17.2	37.4	25.8	9.3	29.2	36.5
Urban fringe/large town	15.3	43.8	29.7	8.0	30.8	35.3
Rural/small town	16.8	41.3	33.1	8.0	23.6	35.7
Percentage of students eligible for free or reduced-price lunch						
0–5	18.3	46.8	31.4	—	—	—
6–20	17.9	43.6	31.4	—	—	—
21–40	16.7	41.3	29.7	—	—	—
41–100	14.8	37.5	29.2	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0–5	18.1	43.5	27.6	—	—	—
6–20	18.8	41.9	25.7	—	—	—
21–40	18.0	38.9	25.1	—	—	—
41–100	15.9	34.7	26.2	—	—	—
Urban fringe/large town						
0–5	18.2	48.1	30.4	—	—	—
6–20	16.3	45.6	30.7	—	—	—
21–40	15.2	42.6	31.0	—	—	—
41–100	12.4	38.3	26.4	—	—	—
Rural/small town						
0–5	18.4	45.7	35.4	—	—	—
6–20	19.0	42.6	34.9	—	—	—
21–40	16.9	41.8	31.2	—	—	—
41–100	14.9	40.1	33.5	—	—	—
School size						
Less than 150	19.2	38.5	34.1	7.5	19.2	27.8
150–499	15.2	43.6	33.2	9.3	30.2	38.7
500–749	14.6	41.7	29.2	8.8	33.1	37.5
750 or more	18.7	38.4	27.6	7.2	35.0	37.2
Percentage of minority students						
Less than 20 percent	16.1	44.4	32.6	7.8	28.6	36.7
20 percent or more	16.8	37.4	27.3	10.5	29.0	33.9
Years of teaching experience						
Less than 4 years	10.7	25.6	17.7	3.7	14.6	16.3
4 years or more	16.9	42.3	31.1	9.4	31.0	39.1

— Not applicable.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 42-4 Average hours per week full-time teachers spent at school and in school-related activities, class size, and classes taught per day, by state: School year 1993-94

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day*
			Total	Activities involving students	Other related activities		
Alabama	43.3	32.5	10.8	3.2	7.6	23.1	5.5
Alaska	47.9	34.2	13.7	4.0	9.7	21.1	5.9
Arizona	49.1	35.2	13.8	4.2	9.6	24.9	5.7
Arkansas	42.5	32.9	9.7	2.7	7.0	21.2	5.6
California	45.6	31.8	13.8	3.3	10.5	27.9	5.4
Colorado	49.8	35.8	14.0	3.9	10.2	24.0	5.5
Connecticut	43.9	31.1	12.8	2.7	10.1	18.0	5.9
Delaware	46.8	33.9	13.0	3.4	9.6	23.2	5.8
District of Columbia	44.4	32.3	12.1	3.4	8.7	20.5	5.2
Florida	44.4	33.7	10.7	2.7	7.9	25.4	5.5
Georgia	46.1	35.4	10.7	3.2	7.5	23.3	5.5
Hawaii	48.0	33.9	14.1	3.1	11.1	22.3	6.1
Idaho	47.4	34.6	12.9	3.8	9.1	23.3	5.6
Illinois	45.3	32.7	12.6	3.5	9.1	23.2	5.7
Indiana	45.9	33.3	12.6	3.7	8.9	22.8	5.6
Iowa	48.2	36.1	12.1	3.9	8.2	21.5	6.2
Kansas	46.9	34.2	12.7	4.6	8.2	20.7	5.9
Kentucky	45.2	32.0	13.2	4.2	9.0	22.9	5.5
Louisiana	42.3	31.9	10.4	2.9	7.5	22.9	5.7
Maine	46.4	33.8	12.6	2.5	10.1	17.8	6.1
Maryland	47.8	34.5	13.4	2.9	10.5	23.6	5.5
Massachusetts	42.4	30.4	12.1	2.9	9.2	20.3	5.9
Michigan	44.7	32.0	12.7	2.9	9.9	24.5	5.6
Minnesota	47.8	35.7	12.1	3.4	8.7	24.6	5.6
Mississippi	43.7	33.7	10.0	3.2	6.8	22.5	5.3
Missouri	45.8	33.1	12.7	3.9	8.8	22.3	5.9
Montana	48.7	35.8	12.9	4.6	8.2	19.1	5.9
Nebraska	49.5	36.8	12.7	4.7	8.0	18.7	6.2
Nevada	43.1	31.1	12.0	2.8	9.3	25.6	5.6
New Hampshire	47.1	32.8	14.3	3.8	10.5	19.8	5.3
New Jersey	41.5	30.5	11.1	3.1	7.9	19.9	5.9
New Mexico	44.0	32.0	12.0	3.3	8.7	23.3	5.5
New York	43.6	32.3	11.3	3.1	8.3	22.4	5.9
North Carolina	47.5	34.8	12.7	4.0	8.7	22.0	5.2
North Dakota	48.2	34.9	13.3	4.6	8.6	20.8	5.9
Ohio	45.5	32.4	13.1	3.4	9.7	22.0	5.8
Oklahoma	45.4	33.2	12.2	4.6	7.6	20.3	5.6
Oregon	50.4	37.1	13.3	4.0	9.3	24.0	5.8
Pennsylvania	43.7	32.9	10.8	2.5	8.3	23.0	6.2
Rhode Island	39.9	28.6	11.3	2.8	8.6	20.3	5.9
South Carolina	44.3	33.5	10.8	2.7	8.1	22.1	5.2
South Dakota	47.4	35.0	12.4	3.8	8.6	20.2	5.8
Tennessee	43.5	32.6	10.8	3.2	7.7	23.7	5.2
Texas	47.0	35.0	12.1	3.8	8.3	21.7	5.4
Utah	46.8	34.8	12.0	3.7	8.3	28.3	5.9
Vermont	48.7	33.7	15.0	3.8	11.3	18.4	5.4
Virginia	45.3	32.4	12.9	2.9	10.0	20.4	5.2
Washington	47.1	33.9	13.2	3.7	9.5	24.7	5.5
West Virginia	44.3	33.8	10.5	2.9	7.7	21.9	5.8
Wisconsin	48.4	36.0	12.4	3.9	8.6	22.4	5.8
Wyoming	47.2	34.1	13.1	4.8	8.3	19.4	5.9

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S42 Standard errors for the text table in *Indicator 42*

Control and level of school and teacher characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average num- ber of classes taught per day
			Total	Activities involving students	Other related activities		
Public	0.1	0.1	0.1	*0.0	*0.0	0.1	*0.0
Level of school							
Elementary	0.1	0.1	0.1	0.1	0.1	0.4	0.1
Secondary	0.1	0.1	0.1	0.1	0.1	0.1	*0.0
Years of teaching experience							
Less than 4 years	0.3	0.3	0.2	0.1	0.2	0.2	0.1
4 years or more	0.1	0.1	0.1	*0.0	0.1	0.1	*0.0
Private	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
Level of school							
Elementary	0.3	0.2	0.2	0.1	0.1	0.4	0.2
Secondary	0.3	0.2	0.2	0.1	0.1	0.2	*0.0
Years of teaching experience							
Less than 4 years	0.3	0.2	0.3	0.2	0.2	0.3	0.1
4 years or more	0.2	0.2	0.1	0.1	0.1	0.2	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S42-1 Standard errors for table 42-1

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Total	0.1	0.1	0.1	*0.0	*0.0	0.1	*0.0
Urbanicity							
Central city	0.2	0.2	0.1	0.1	0.1	0.2	0.1
Urban fringe/large town	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
Rural/small town	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of students eligible for free or reduced-price lunch							
0-5	0.4	0.3	0.2	0.2	0.2	0.3	0.1
6-20	0.2	0.2	0.1	0.1	0.1	0.1	*0.0
21-40	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
41-100	0.2	0.2	0.1	0.1	0.1	0.2	0.1
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0-5	0.8	0.7	0.4	0.2	0.3	0.5	0.1
6-20	0.5	0.3	0.3	0.2	0.2	0.3	0.1
21-40	0.4	0.3	0.3	0.3	0.2	0.3	0.1
41-100	0.3	0.2	0.2	0.1	0.1	0.4	0.1
Urban fringe/large town							
0-5	0.6	0.4	0.3	0.2	0.2	0.4	0.1
6-20	0.3	0.3	0.2	0.1	0.2	0.3	0.1
21-40	0.5	0.3	0.2	0.2	0.2	0.3	0.1
41-100	0.5	0.4	0.2	0.1	0.2	0.5	0.1
Rural/small town							
0-5	0.5	0.4	0.4	0.3	0.3	0.5	0.1
6-20	0.3	0.2	0.2	0.1	0.1	0.2	0.1
21-40	0.3	0.2	0.2	0.2	0.2	0.2	0.1
41-100	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
School size							
Less than 150	0.4	0.3	0.2	0.2	0.1	0.3	0.1
150-499	0.2	0.2	0.1	0.1	0.1	0.1	0.1
500-749	0.2	0.2	0.1	0.1	0.1	0.2	0.1
750 or more	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of minority students							
Less than 20 percent	0.1	0.1	0.1	0.1	0.1	0.1	*0.0
20 percent or more	0.2	0.1	0.1	0.1	0.1	0.1	*0.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S42-2 Standard errors for table 42-2

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Total	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
Urbanicity							
Central city	0.3	0.2	0.2	0.1	0.2	0.2	0.1
Urban fringe/large town	0.3	0.2	0.2	0.1	0.2	0.3	0.1
Rural/small town	0.6	0.4	0.4	0.2	0.3	0.3	0.1
School size							
Less than 150	0.4	0.3	0.3	0.1	0.3	0.4	0.2
150–499	0.3	0.2	0.2	0.1	0.1	0.2	0.1
500–749	0.5	0.3	0.3	0.2	0.2	0.4	0.1
750 or more	0.5	0.3	0.4	0.2	0.3	0.3	0.1
Percentage of minority students							
Less than 20 percent	0.2	0.2	0.1	0.1	0.1	0.2	0.1
20 percent or more	0.4	0.3	0.3	0.1	0.3	0.3	0.1

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S42-3 Standard errors for table 42-3

School characteristics and years of experience	Public			Private		
	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials
Total	0.3	0.4	0.3	0.4	0.6	0.6
Urbanicity						
Central city	0.7	0.8	0.6	0.6	1.0	0.8
Urban fringe/large town	0.4	0.9	0.7	0.5	1.2	1.2
Rural/small town	0.3	0.6	0.5	1.0	1.4	1.4
Percentage of students eligible for free or reduced-price lunch						
0-5	1.0	1.1	1.2	—	—	—
6-20	0.5	0.8	0.7	—	—	—
21-40	0.6	1.0	0.7	—	—	—
41-100	0.5	0.7	0.5	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0-5	2.2	3.0	3.3	—	—	—
6-20	1.1	1.4	1.4	—	—	—
21-40	1.2	1.9	1.1	—	—	—
41-100	1.0	1.2	0.8	—	—	—
Urban fringe/large town						
0-5	1.3	1.6	1.6	—	—	—
6-20	0.8	1.6	1.2	—	—	—
21-40	1.1	2.0	1.8	—	—	—
41-100	1.0	1.6	1.5	—	—	—
Rural/small town						
0-5	1.3	1.3	2.1	—	—	—
6-20	0.8	1.1	1.0	—	—	—
21-40	0.8	1.3	1.0	—	—	—
41-100	0.6	1.0	0.8	—	—	—
School size						
Less than 150	0.8	1.3	1.1	0.7	1.3	1.1
150-499	0.4	0.7	0.6	0.5	0.9	1.0
500-749	0.5	1.0	0.7	0.9	1.8	2.0
750 or more	0.5	0.5	0.5	0.8	1.6	1.2
Percentage of minority students						
Less than 20 percent	0.3	0.6	0.5	0.5	0.8	0.9
20 percent or more	0.4	0.6	0.4	0.7	1.0	1.0
Years of teaching experience						
Less than 4 years	1.1	1.2	1.0	0.5	1.2	1.2
4 years and more	0.3	0.4	0.3	0.5	0.7	0.7

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S42-4 Standard errors for table 42-4

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Alabama	0.7	0.6	0.3	0.2	0.3	0.3	0.1
Alaska	0.5	0.6	0.4	0.3	0.2	0.6	0.1
Arizona	0.6	0.4	0.3	0.2	0.3	0.3	0.1
Arkansas	0.5	0.4	0.3	0.2	0.3	0.3	0.1
California	0.5	0.4	0.3	0.2	0.2	0.4	0.1
Colorado	0.5	0.3	0.3	0.2	0.3	0.4	0.1
Connecticut	0.5	0.4	0.3	0.2	0.2	0.5	0.2
Delaware	0.8	0.6	0.5	0.3	0.3	0.5	0.3
District of Columbia	0.8	0.6	0.7	0.3	0.4	0.8	0.2
Florida	0.4	0.3	0.2	0.2	0.2	0.4	0.1
Georgia	0.5	0.4	0.2	0.2	0.2	0.3	0.1
Hawaii	0.4	0.4	0.4	0.2	0.4	0.8	0.2
Idaho	0.4	0.3	0.3	0.2	0.2	0.3	0.1
Illinois	0.4	0.3	0.2	0.1	0.2	0.3	0.1
Indiana	0.5	0.4	0.3	0.2	0.3	0.3	0.1
Iowa	0.7	0.4	0.4	0.3	0.3	0.5	0.1
Kansas	0.5	0.4	0.3	0.2	0.2	0.3	0.1
Kentucky	0.6	0.5	0.4	0.3	0.3	0.4	0.1
Louisiana	0.3	0.3	0.2	0.1	0.2	0.3	0.1
Maine	0.5	0.4	0.3	0.2	0.2	0.3	0.2
Maryland	0.5	0.3	0.4	0.2	0.3	0.5	0.1
Massachusetts	0.3	0.3	0.2	0.2	0.2	0.2	0.1
Michigan	0.5	0.3	0.3	0.2	0.3	0.4	0.1
Minnesota	0.4	0.4	0.3	0.2	0.2	0.3	0.1
Mississippi	0.5	0.5	0.3	0.2	0.2	0.4	0.1
Missouri	0.6	0.4	0.3	0.2	0.2	0.3	0.1
Montana	0.4	0.2	0.3	0.3	0.2	0.4	0.1
Nebraska	0.5	0.3	0.3	0.3	0.2	0.4	0.1
Nevada	0.8	0.6	0.3	0.2	0.3	0.8	0.1
New Hampshire	0.6	0.4	0.5	0.3	0.3	0.5	0.1
New Jersey	0.5	0.4	0.4	0.2	0.3	0.4	0.1
New Mexico	0.4	0.3	0.3	0.2	0.2	0.4	0.1
New York	0.5	0.3	0.3	0.2	0.3	0.4	0.2
North Carolina	0.6	0.4	0.4	0.3	0.2	0.3	0.1
North Dakota	0.4	0.4	0.3	0.2	0.2	0.5	0.1
Ohio	0.6	0.4	0.4	0.2	0.3	0.3	0.1
Oklahoma	0.5	0.3	0.3	0.2	0.2	0.3	0.1
Oregon	0.6	0.4	0.4	0.3	0.3	0.4	0.1
Pennsylvania	0.5	0.5	0.3	0.2	0.2	0.3	0.1
Rhode Island	0.6	0.3	0.5	0.3	0.4	0.6	0.2
South Carolina	0.6	0.4	0.3	0.2	0.3	0.4	0.1
South Dakota	0.8	0.6	0.4	0.2	0.3	0.5	0.1
Tennessee	0.4	0.4	0.2	0.2	0.2	0.4	0.1
Texas	0.5	0.4	0.2	0.3	0.2	0.4	0.1
Utah	0.3	0.3	0.2	0.2	0.2	0.3	0.1
Vermont	1.1	0.5	1.1	0.5	0.7	0.5	0.2
Virginia	0.7	0.5	0.3	0.2	0.3	0.3	0.1
Washington	0.5	0.4	0.4	0.3	0.2	0.3	0.1
West Virginia	0.4	0.4	0.3	0.2	0.3	0.3	0.1
Wisconsin	0.4	0.3	0.3	0.2	0.2	0.3	0.1
Wyoming	0.4	0.3	0.3	0.2	0.2	0.3	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).